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AUTHOR Nichelson, John E.; Lasley, Thomas J.
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ABSTRACT

An exploratory study was conducted during 1979 and 1980 to determine how Ohio teacher education institutions were responding to the state's newly implemented Standards for Colleges or Universites Preparing Teachers. The study's purpose was to provide an overview of two curricular areas addressed in the standards: human relations and managing behavior problems. Administration and faculty members at Ohio's 48 teacher education institutions were interviewed and completed a questionnaire. Teacher education students were also interviewed as an informal part of the study. The questionnaire focused on: (1) the extent to which each institutions' curriculum included a selected set of human relations and behavior management concepts; and (2) how the institutions modified their teacher education programs to accommodate the new standards. Most of the institutions complied with the standards by adding new courses, particularly in the area of human relations. There was agreement among teacher educators that human relations concepts such as "understanding self" and "working with others" are important for teachers to study. In the area of behavior management, on the other hand, emphasis was placed on specific skills that prospective teachers need for effective classroom management, rather than on theory and concepts. There was least agreement among faculty on the importance of group problem solving skills. Most teacher education students were satisfied with their training. (FG)

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TEACHER EDUCATION CURRICULA: A LOOK AT PREPARATION IN HUMAN RELATIONS AND DEALING WITH BEHAVIOR PROBLEMS

John E. Nichelson
Program Manager
Division of Teacher Education
And Certification
Ohio Department of Education

and

Thomas J. Lasley
Assistant Director
Division of Teacher Education
and Certification
Ohio Department of Education

Paper presented at the annual meeting of the American Education Research Association in New York, March 1982.

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Teacher Education Curricula: A Look
at Preparation in Human Relations and
Dealing with Behavior Problems

Effective July 1980 Ohio implemented new standards for colleges and universities preparing teachers. The comprehensive standards focused on all aspects of the teacher education process and established clear priorities for the preparation of teachers in such curricular areas as the teaching of reading, human relations, managing behavior problems and clinical use of diagnostic instruments. Two of these areas, human relations and managing behavior problems, serve as the focus for this paper.

The first standards for teacher education were developed by NASDTEC (National Association of State Directors of Teacher Education and Certification) almost thirty years ago. During those thirty years, most states and many private accrediting agencies have generated and revised standards for colleges or universities preparing teachers. Ohio has developed three sets of standards during that period. The current standards are an outgrowth of a study conducted by the Educational Research Council of America (ERCA). The Ohio Department of Education contracted with ERCA in 1968 to determine the key components in preparing high school teachers for the 1970's and beyond. Concurrently, The University of Toledo, in cooperation with the Ohio Department of Education and other Ohio state-assisted universities, developed plans for major changes in elementary teacher education preparation. The combination of these research efforts as well as the input of the general public and various interested significant others established a basis for Ohio's Standards for Colleges or Universities Preparing Teachers (See Appendix A).

This study was conducted during a two year period, 1979-80, to determine how institutions were responding to certain aspects of the new standards. The researchers were interested in examining the curricular changes initiated by colleges and universities to effect compliance with the standards. The study had both an exploratory and descriptive character. The researchers wanted to gain a familiarity with Ohio college and university programs that would enable the development of hypotheses about the nature of change caused by the promulgation of new standards. We also wanted to generate descriptive data to enable an assessment of how individual institutions were responding, in a more specific sense, to the redesign standards.

There are, of course, some real problems with a state agency, like a department of education, conducting research and also fulfilling a regulatory role. Institutions are cautious about sharing information with researchers if those same researchers also have evaluative roles. The researchers attempted to make it clear to constituent institutions, therefore, that the research study would not be tied into the evaluation process. The evaluation model used in Ohio may have facilitated greater openness and sharing since evaluation teams, not state agency staff, make initial decisions regarding institutional compliance with the standards. In addition, a triangulation data collection process was used (i.e., we talked to several different people who performed various roles in the teacher education process) wherever possible when soliciting information about curricular content or program structure. The triangulation model enabled the researchers to make better assessments concerning the nature of the changes evidenced at particular institutions. We would, for example, talk to the dean or head of teacher education about an institu-

tion's response to the human relations standard, then we would talk to a faculty member (typically one who had curricular responsibility in human relations) and then we would talk to students.

Methodology

There were two phases to the data collection process for this study. The first phase consisted of a field test in which deans or heads of teacher education were asked a series of open-ended questions concerning the human relations and behavior management components of the curriculum. Following a field test of this instrument at approximately ten institutions, responses of the institutional representatives were analyzed and more structured questionnaire and interview forms were created (See Appendix B). The items for the structured forms were inductively generated through a content analysis of the responses to the open-ended questions used during the field test.

The structured questionnaire and interview forms were then used during an on-site review of each of Ohio's forty-eight (48) teacher education institutions.* Thirty-six (36) of those institutions were private and twelve were public. While on campus the dean or head of teacher education and the faculty members directly responsible for teaching human relations and behavior management concepts were interviewed. Faculty members, in particular, were asked several focused questions (e.g., If I were a student in your program, what would I learn that would help me cope with behavior problems in the classroom?) and were then asked to complete the questionnaire. The interviews lasted approximately one-half hour.

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*Note: Institutions that participated in the field test were not revisited during phase two. Rather, the structured questionnaires were mailed to them for completion. Interview data were already available as a result of the field test.

The questionnaires were divided into two sections. The first section included a set of concepts that could be included in the curriculum on human relations or behavior management. Faculty members were asked to indicate whether each identified concept was emphasized in or important to (strongly agree to strongly disagree) their teaching of human relations and behavior management skills, and then they were asked to specify whether the concept was integrated in the curriculum.

The second section of the questionnaire focused more narrowly on how the institution modified the teacher education program to effect compliance with the standards. In other words, did institutions add courses or did they restructure existing courses or modules? When the new standards were developed and promulgated, the intent was that institutions would, where possible, restructure the teacher education curricula rather than add new courses.

Data Analysis

The items on the questionnaire for human relations focused on two primary questions:

1) What concepts are emphasized most in human relations?
2) How has your program changed or been restructured to provide for the teaching of human relations?

With respect to the first question, seven concepts were examined. Again, those concepts were inductively generated following a field test in which colleges and universities identified generic concepts they emphasized in human relations instruction. The researchers were interested in determining the degree to which institutional representatives believed that each human relations concept should be emphasized in the teacher education curriculum and an assessment of whether, in fact, that concept

was formally being taught in the curriculum.

The seven human relations concepts emerging during field testing and included on the questionnaire are outlined on Table 1. College and university representatives generally agreed that the concepts in Table 1 should be included in the teacher education curriculum and, more importantly, that the concepts were being taught to prospective teachers. In some cases faculty members had difficulty determining precisely how much they felt a particular concept was being emphasized. Indeed, one of the problems with our data collection technique was that we were unable to determine precisely what faculty members meant by the term "emphasized." That is, to one faculty member an emphasis on a concept like "empathy for others" might mean a single two-hour lecture. To another faculty member, the same concept may be emphasized during a series of lectures and through a variety of field experiences.

The second question was designed to provide information on how colleges and universities had structured or restructured their program to accommodate the new standards. Table 2 provides an analysis of the types of changes reported by deans or heads of teacher education. Almost half (47.9%) the administrators reported that courses or modules were added in response to the standard on human relations. The same percentage of faculty members (47.9%) indicated that courses or modules had been added. (We asked the same question of deans or heads of teacher education and the faculty members responsible for human relations to determine if there were any differences in their perceptions of the changes.) Nine institutions not only added new courses but also modified existing courses.

A chi-square test was performed to determine whether differences

TABLE 1

HUMAN RELATIONS CONCEPTS
INCLUDED IN THE TEACHER ED CURRICULUM

	CONCEPT EMPHASIZED					CONCEPT TAUGHT IN PROGRAM	CONCEPT NOT TAUGHT IN PROGRAM	NR
	SA	A	D	SD	NR			
1. Understanding of self	64.6	29.2	4.2	0	2.1	91.7	4.2	4.2
2. Interpersonal relations and communication with others	79.2	18.8	0	0	2.1	95.8	2.1	2.1
3. Multicultural knowledge and awareness	62.5	33.3	2.1	0	2.1	93.8	4.2	2.1
4. Empathy for others	72.9	22.9	2.1	0	2.1	97.9	0	2.1
5. Dealing with exceptionality	56.3	35.4	6.3	0	2.1	89.6	8.3	2.1
6. Understanding differences and similarities in people	77.1	18.8	2.1	0	2.1	95.8	2.1	2.1
7. Working with people (adults and children) of different races	58.3	35.4	4.2	0	2.1	87.5	10.4	2.1

TABLE 2

TYPES OF PROGRAM CHANGES
IN THE TEACHING OF
HUMAN RELATIONS

PROGRAM CHANGES FOR HUMAN RELATIONS	% OF INSTITUTIONS
1. Courses/Modules added	47.9
2. Courses/Modules modified	16.7
3. Both of the above	18.8
4. Other types of changes (e.g. additional field and clinical experiences)	14.6
5. No changes	2.1

were evident between how public and private institutions and how large and small institutions changed their programs to provide for the teaching of human relations. Our hypothesis was that certain types of institutions (e.g., large universities) might tend to add courses while other institutions would simply modify existing courses. The statistical treatment of the data, however, failed to indicate any significant differences in how the various institutions effected curricular change.

There was a slightly different emphasis in the data collected on behavior management. This is an area of considerable national controversy, and we wanted to understand what teacher educators in Ohio perceived as important behavior management concepts and to determine whether those concepts were included in the teacher education curriculum. We also wanted to determine what learning experiences were included in the curriculum to help students learn those concepts. The questionnaire focused, therefore, on two research questions:

1) What behavior management concepts are perceived as most important for inclusion in the teacher education curriculum?
2) How has your program changed to include the teaching of classroom management concepts?

With regard to the first question, eight behavior management concepts were included on the questionnaire. Those concepts, like the human relations concepts, were inductively derived from open-ended questions. Table 3 provides an analysis of the percentage of institutions indicating that a particular concept was perceived as important as well as an indication of whether the concept was, in fact, being taught in the program. Table 4 provides data on the experiences provided by teacher

educators to help preservice teachers learn behavior management concepts. Together, Tables 3 and 4 provide a conceptual overview of how behavior management is dealt with by teacher educators in Ohio.

Table 5 provides data on how colleges and universities restructured their programs to accommodate the new standards vis-a-vis behavior management. The table provides an analysis of the course changes reported by deans or heads of teacher education. About one-fourth of the institutions reported that new courses or modules were added. Almost half of the institutions reported modifications in existing courses.

Again, a chi-square test was performed to determine whether differences were evident between how public and private institutions and how large and small institutions changed their programs to provide for the teaching of behavior management. No significant difference was found in the way institutions attempted to effect compliance with the standards.

Discussion

The data generated in this study suggest that colleges and universities have made some changes in their curricula as a result of the implementation of new standards. Even though the State's original intent was for institutions not to add courses unless absolutely necessary, this appears to be the option selected by many teacher educators. This tendency was particularly evident in the area of human relations. Admittedly, both content areas have typically been covered in educational psychology courses, but human relations has been given little attention in other parts of the teacher education curriculum. In behavior management, at least, prospective teachers have been provided by college supervisors and cooperating teachers with some of the folklore ("Be tough"

TABLE 3

BEHAVIOR MANAGEMENT CONCEPTS
INCLUDED IN THE TEACHER EDUCATION CURRICULUM

CONCEPTS	IMPORTANCE				CONCEPT IN PROGRAM	CONCEPT NOT IN PROGRAM
	SA	A	D	SD		
a. How to prevent behavior problems	87.2	12.8	0	0	100.	0.
b. How to deal with disruptive behavior	72.3	27.7	0	0	95.7	4.3
c. How to identify causes of behavior problems	76.6	23.4	0	0	95.7	4.3
d. How to use classroom management skills	83.	17	0	0	100.	0.
e. How to use behavior modification	53.2	34.0	12.8	0	95.7	4.3
f. How to work with parents	44.7	46.8	8.5	0	76.6	23.4
g. How teachers can work together to improve school discipline	38.3	57.4	4.3	0	59.6	40.4
h. How to encourage school-wide approaches to improving discipline	27.7	61.7	10.6	0	44.7	55.3

TABLE 4

EXPERIENCES PROVIDED TO
HELP STUDENTS LEARN BEHAVIOR
MANAGEMENT CONCEPTS

EXPERIENCES PROVIDED	IMPORTANCE				CONCEPT IN PROGRAM	CONCEPT NOT IN PROGRAM	NR
	SA	A	D	SD			
a. Individual pupil cases or problems	68.1	31.9	0	0	95.8	2.1	2.1
b. Observation in classrooms	68.1	31.9	0	0	97.9	0	2.1
c. Simulated experiences (including critical incidents)	55.3	42.6	2.1	0	97.9	0	2.1
d. Class or group discussions (including Glasser technique)	63.8	36.2	0	0	97.9	0	2.1
e. Role playing	46.8	48.9	4.3	0	91.6	6.3	2.1

TABLE 5

TYPES OF PROGRAM CHANGES
IN THE TEACHING OF
CLASSROOM MANAGEMENT CONCEPTS

PROGRAM CHANGES FOR BEHAVIOR MANAGEMENT	% OF INSTITUTIONS
1. Courses/Modules added	22.9
2. Courses/Modules modified	45.8
3. Both of the above	12.5
4. Other types of changes (e.g. additional field and clinical experiences)	14.6
5. No changes	4.2

or "Be consistent") related to dealing with student discipline problems. Almost half the institutions found it necessary to add a course in human relations; one-fourth of the institutions made a similar change for behavior management.

During the data collection process, approximately 113 teacher education students at thirty different institutions were interviewed. One-half (57) of the students were elementary education majors and of the remainder, forty-three (43) were secondary and twelve (12) were K-12 education majors. (One student had an undesignated major.)

Of the students interviewed, three (3) were freshmen, fifteen (15) were sophomores, forty (40) were juniors, forty-six (46) were seniors, and five (5) were graduate or fifth year students. Four (4) students failed to identify their class rank. The interviews were conducted to determine the students' perceptions relative to curricular content in human relations and behavior management. The students were asked the same set of questions (See Appendix C). Although this interview process was not a formal part of the study, the students' perceptions provided significant additional data relative to the effectiveness of the "new" curriculum. For behavior management, for example, prospective teachers were asked if the concepts they were learning and experiences they were engaging in were actually helping them work with students. Over three-fourths agreed that the experiences were meaningful; only one-fourth felt that the experiences provided by teacher educators were inadequate and insufficient. Although the researchers have no baseline data (i.e., perceptual data of students prior to the effective date of the standards) on which to make comparisons, we were encouraged by the relative favorable response of prospective teachers. It would appear that most teacher education students are satisfied that they are receiving the training necessary to deal with classroom management problems.

The researchers were also interested in assessing the types of concepts included in the teacher education curriculum for both human relations and behavior management. In human relations, for example, there is a great deal of consistency among institutions in the emphasis given to the various identified concepts. Teacher educators tend to agree that the concepts ranging from "understanding self" to "working with others" are important and need to be included in the curriculum. In behavior management, on the other hand, teacher educators demonstrate more concern with helping teachers prevent discipline problems than with helping them learn how to work with parents or fellow teachers to effect better discipline. It is not surprising that teacher educators would place their emphasis on helping prospective teachers learn specific, individualized classroom management skills. Unfortunately this emphasis on the individual may also contribute to the isolation phenomenon (i.e., teachers feeling that they are alone and have very little support) that Lortie (1975) discusses and to the inability of teachers to solve discipline problems on a broader scale than the classroom.

Implications

There are several implications that can be drawn from this study. On a general level, it is evident that teacher education institutions have changed to meet the mandate of the new standards. The quality of the changes observed by the researchers varied, to a degree, from institution to institution. As a result of many factors (e.g., faculty expertise) institutions have not made changes in the same way nor with similar effectiveness. But change, whether good or bad, has occurred. Why? Floden (1980) observed, in an article on accreditation and evaluation, that substantive changes in the teacher education curricula require

money. He noted: "Inertia, particularly in academic institutions, is a large obstacle to change. Any change which also involves financial sacrifice is not likely to occur" (p. 40). The change mandated in Ohio did not appear feasible without the provision of financial resources. Hence, colleges and universities have received over twenty-four million dollars since 1976 to effect compliance with the new standards. Institutions were given both time (the standards were adopted in 1974 and became effective in 1980) and money to implement the standards. It would appear that if other states are embarking on a similar effort to restructure teacher education, that Floden's thoughts and the Ohio experience would be important to keep in mind.

Secondly, there continues to be a tendency for teacher educators to think in terms of adding courses when restructuring the teacher education curriculum. How this tendency is overcome may be one of the biggest obstacles to truly redesigning teacher education. There is a tendency to add courses based on instructor interest or even state mandate. Smith (1980) noted: "Some colleges offer more than 600 courses, the great bulk of which are there because of instructor interest or the pressure of ambitious departments rather than because they relate to the job requirements of teachers" (p. 88). If we are to develop, as Howsam (1976) has advocated, a professional culture for teachers, we must move away from thinking just in terms of adding or deleting courses. As teacher educators we must look at the entire curriculum and examine how it enables us to achieve our goal of quality teacher preparation. In some cases adding courses may be an appropriate alternative; in other cases it may simply add to what Lyons (1980) terms the "puffed wheat curriculum" of teacher education.

Finally, particularly in the area of behavior management, prospective teachers may need to be given more experiences and develop a better under-

standing of how to work with fellow teachers and parents in order to deal more effectively with classroom and school-wide discipline problems. (Interestingly, there was the least agreement among faculty members concerning the importance of group problem solving skills for inclusion in the teacher education curriculum.) There is a tendency for teachers to perceive it as a weakness to ask for help or to work with colleagues to solve discipline problems. A PDK study (Wayson, 1982) conducted in 1979-80 revealed that staff cooperation and planning were essential in effectively dealing with individual student discipline problems. Teachers tend to think in "Me against the student" terms. This adversarial perception is often fostered during teacher preparation programs. Subsequently, the adversarial posture has a deleterious effect on the teachers' ability to function in the classroom and in their willingness (because of pride or professional jealousy) to seek assistance. The concepts in behavior management that focus on preventing and dealing with disruptive students must be taught to prospective teachers. These concepts should be supplemented, however, with an understanding that behavior management from the teacher's perspective has both an individual and collective dimension. The teacher must not only be able to function in the classroom, but also be able to work with others when discipline problems are caused by broader contextual factors.

In summary, this study has attempted to provide an overview of the structural changes occurring in teacher education programs as a result of state mandated standards. We also wanted to determine what concepts were being covered as a result of curricular changes in the areas of human relations and behavior management. Complementary studies have or will be undertaken on other parts of the standards (e.g., field experiences and reading). The results of the various studies should provide a framework for understanding,

to a limited degree at least, the impact of the standards and suggest a direction for subsequent changes in the process of educating teachers.

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APPENDIX A

EDb-303-01 Organization

(A) Prerequisite to the approval of a college or university to prepare teachers by the State Board of Education, the college or university shall first obtain authorization to grant the applicable baccalaureate or advanced degree by the Ohio Board of Regents.

(B) A college or university seeking initial or continuing approval to prepare teachers shall submit evidence that its governing body, administration, and faculty regard teacher education as one of the integral parts of the college or university's total purpose and support teacher education commensurate with defined purposes and objectives.

(C) A clearly defined statement of purposes and objectives shall be established for each field in which teachers are prepared.

(D) Approval of a college or university by the State Board of Education to prepare teachers shall be for explicit teaching fields; e.g., elementary, comprehensive science, educable mentally retarded, or distributive education.

(E) The primary responsibility for the preparation of teachers within a college or university shall be exercised by a clearly defined and organized administrative and instructional unit, such as a college, department, division, or school of education.

(F) Relationships shall be established between the college or university preparing teachers and approved or chartered schools or school districts for the purpose of providing teacher education students with field-based experiences; and shall be formulated with written agreements when requested by either party, which shall include mutually agreed upon: (1) activities, services, and compensation; (2) roles and responsibilities; (3) provisions for solving problems and the coordination of ongoing activities; (4) means for revisions to meet changing needs and conditions; and (5) professional development programs for persons involved in the preparation of teachers. Experiences and objectives shall be jointly developed, with consideration of recognized professional guidelines, by representatives of approved or chartered schools or school districts, including administrators, supervisors and teachers; the college or university preparing teachers; and teacher education students.

(G) The college or university unit having primary responsibility for the preparation of teachers shall select advisory committees of interested groups from within the college or university preparing teachers, interested groups from within approved or chartered schools or school districts, and interested citizens. Interested groups and organizations may submit nominees to the college or university preparing teachers for appointment to the advisory committees. The college or university preparing teachers shall utilize the committees for the purpose of advising on the design, approval, and continuous evaluation and development of teacher education, including criteria, policies, and procedures pertaining thereto. The advisory committee shall meet regularly and report to the college or university preparing teachers. The college or university preparing teachers shall act upon the reports of the advisory committee, and report its action to the advisory committee. The advisory committee minutes shall be made an official part of the documentation used in the evaluation by the State Department of Education.

(H) Continuous recruitment and counseling shall be conducted to encourage the enrollment of individuals who evidence potential to become outstanding teachers.

(I) Teacher education students shall be selected and admitted pursuant to criteria and procedures adopted by the governing body of the college or university which are conducive to the acquisition of the body of knowledge, skills, attitudes, and values necessary for becoming an effective teacher. As used in Chapter EDb-303 the phrase "attitudes and values" means those characteristics necessary for a prospective teacher to successfully contribute to pupil growth; development; and tolerance for, and understanding of, human diversity.

(J) Retention of teacher education students shall be pursuant to established criteria predicated upon satisfactory progress toward acquiring and utilizing the requisite body of knowledge, skills, attitudes, and values while completing course work and clinical and field-based experiences.

(K) Criteria, policies and procedures shall be adopted by the college or university to govern teacher education and shall not discriminate on the basis of race, sex, political affiliation, religion, age, or socioeconomic status for teacher education students. Due process procedures shall be specified and accorded any individual who may be adversely affected by said criteria, policies or procedures.

(L) Agreements, criteria, objectives, policies, procedures, and purposes required by this standard shall be set forth in writing and disseminated as appropriate or upon request to administrators, faculty, and teacher education students within the college or university; cooperating school personnel; interested groups and organizations; and the State Department of Education.

EDb-303-02 Curriculum

(A) The body of knowledge, skills, attitudes, and values determined essential for effective teaching shall be specified for each field in which the college or university is approved to prepare teacher education students.

(B) The specified body of knowledge, skills, attitudes, and values shall serve as the basis for development of the teacher education curriculum in each teaching field to include course work in general and professional education and in the content area of specialization, as required by approved teacher certification standards. The teacher education curriculum shall adequately reflect identified and significant academic and social concerns which would include:

(1) the teaching of reading, as it pertains to the field for which certification is being sought;

(2) human relations related to both teaching in a culturally pluralistic society and working effectively with students regardless of race, political affiliation, religion, age, sex, socioeconomic status, or exceptionality not requiring a full-time specialized educational environment;

(3) analysis and evaluation of one's performance skills as they relate to teaching behavior;

(4) dealing with behavior problems (e.g., aggressive, abusive, withdrawal, et cetera); and

(5) selection, preparation, and effective utilization of educational media to facilitate learning.

(C) Each teacher education student shall satisfactorily participate in clinical experiences which present individual cases or problems involving the application of principles and theory in teaching and learning. Through clinical experiences under the direction and supervision of experienced faculty—in a college or university laboratory setting, approved or chartered school, or other approved setting—the teacher education student shall be involved in the use of diagnostic testing instruments and observational techniques to enable an analysis of pupil learning progress or difficulties, on both an individual and group basis, and prescriptions of instructional strategies, educational media, and materials to maximize pupil learning outcomes.

(D) Each teacher education student shall satisfactorily participate in a series of carefully planned, supervised, and evaluated field-based experiences for which specific learning objectives have been set to assure increasing proficiency in performing the various teaching responsibilities under actual school conditions. Experiences and objectives shall be jointly developed among representatives of approved or chartered schools or school districts, including administrators, supervisors and teachers; the college or university preparing teachers; and teacher education students. Field-based experiences shall be completed in a variety of urban and suburban or rural settings. Field-based experiences shall include at least one full quarter of student teaching, during which time the teacher education student will be expected to follow a teacher's regular schedule. College or university supervision of student teaching shall be conducted or augmented by professional persons having specialization within the particular field of the student teaching assignment. Cooperating teachers in the student teaching experience shall possess the appropriate standard certificate, and have a minimum of three years of classroom teaching experience including one year in the field for which the service is being provided.

(E) The clinical and field-based experiences for teacher education students shall be: (1) an integral part of the teacher education curriculum, commencing early therein and continuing in a sequential manner; (2) related to school-age youth; and (3) equivalent in time to one full quarter in addition to the student teaching experience as specified in Part D of this standard.

(F) A complete description of the teacher education curriculum for each field — including, but not limited to, the sequential learning needed within the body of knowledge, skills, attitudes, and values as identified through instructional objectives and syllabus for each course, clinical experience, and field-based experience therein, together with the identification and specification of essential prerequisites — shall be submitted to the State Department of Education for approval at least every five years, or sooner if revisions are desired therein.

EDb-303-03 Instruction

(A) Instruction in all courses within each teacher education curriculum shall utilize a variety of appropriate instructional procedures which contribute to the effectiveness of teacher education students' preparation.

(B) Instruction will insure that all teacher education students shall be able to utilize effectively various types of educational media.

EDb-303-04 Faculty

(A) An administrator shall be employed and assigned adequate time to provide leadership and direction to the unit within the college or university having responsibility for teacher education. Said individual shall be: (1) qualified for such position by virtue of extensive academic preparation and experience associated with an approved or chartered school or school district, and higher education; (2) responsible for recommending certification of those teacher education students who have satisfactorily completed the requirements prescribed by the State Board of Education and the laws of Ohio; and (3) the college or university's official representative in working with the State Department of Education.

(B) Specific faculty competence shall be evidenced for each field in which teachers are prepared. Each member of the faculty shall have academic preparation appropriate to each teaching and supervisory assignment.

(C) Each member of the professional education faculty shall have had at least three years of satisfactory and appropriate teaching experience in an approved or chartered school or school district, or comparable experience for the services to be performed as may be approved by the State Department of Education, and shall maintain a current and knowledgeable relationship with elementary and secondary schools. In addition, each member of the professional education faculty responsible for teaching courses required for specific certificates shall have had at least three years satisfactory and appropriate experience related to such courses in an approved or chartered school or school district, or comparable experience in an approved setting.

(D) The professional education faculty teaching load (including number of hours and students) shall be consistent with the established purposes and objectives of teacher education and shall provide faculty adequate time to advise and counsel teacher education students; work on various advisory, planning, development, and evaluation committees; and conduct research, write, and be involved in other such appropriate experiences as are required by the college or university as a whole.

(E) Part-time faculty should be utilized when there is a need for a special competence neither represented on the regular faculty nor requiring a full-time faculty member, or there is a need for temporary additional services in the areas of competence already represented on the full-time faculty. Where consistent with college or university policy, part-time faculty shall be involved as full-time faculty on various advisory, planning, development, and evaluation committees and may be assigned time to be available for advising and counseling teacher education students.

(F) Professional education faculty shall be assigned in sufficient numbers to enable the planning, instruction, direction, supervision, evaluation, school liaison, advising and counseling required by the provisions of Chapter EDb-303. The faculty/student ratio required to implement the provisions of Chapter EDb-303 will approximate one full-time equivalent faculty member for each fourteen full-time equivalent teacher education students. A full time equivalent faculty member shall be assigned to plan, supervise, and evaluate student teaching experiences for each fourteen full-time equivalent teacher education students involved therein.

(G) The professional education faculty at both the undergraduate and graduate levels, to the extent the purposes and objectives of teacher education are served thereby, shall represent a level of academic preparation and teaching load, and be accorded rank and salary at least commensurate with other faculty who teach baccalaureate courses and advanced degree courses, respectively. Planning, supervision, and evaluation of field-based experiences for teacher education students shall be considered equivalent to on-campus assignments.

(H) This standard shall pertain to all faculty members employed by a college or university after the effective date of this standard.

EDb-303-05 Teacher Education Student Services

(A) Comprehensive teacher education student services shall be provided but not limited to:

(1) Orientation to: (a) teacher education; (b) characteristics, rules, regulations and policies of participating elementary and secondary schools; (c) resources available to assist in acquisition of the requisite body of knowledge, skills, attitudes, and values; (d) career options available through teacher education; (e) employment potential, conditions, and salaries in the various career options; (f) professional rights and responsibilities; (g) teacher and other education-related organizations.

(2) Individualized counseling scheduled on a regular basis throughout the college or university experience to provide for scheduling and review of courses or experiences predicated upon self-assessment, career objectives and needs assessment.

(3) Maintenance of each teacher education student's cumulative record, which includes at least: (a) career objectives, (b) completed course work, and (c) evaluations of course-work including clinical and field-based experiences and hours completed.

(4) Placement services for graduates seeking initial or subsequent employment in education.

(B) Teacher education student services shall be conducted pursuant to published policies and procedures established within the college or university. Times available for the various teacher education student services shall be published and distributed to all teacher education students.

(C) Only individuals who are qualified by appropriate preparation and experience shall be assigned responsibility for providing teacher education student services.

(D) Individuals responsible for providing teacher education student services on other than a full-time basis shall be assigned time and facilities to provide such services.

EDb-303-06 Facilities

(A) Physical facilities, instructional materials, equipment, and other resources essential for conducting teacher education shall be provided.

(B) The physical plant shall be designed to fulfill the college or university's defined purposes for teacher education, and shall provide for the safety and health of students and faculty.

(C) The library shall support the instruction, research, and services pertinent to each teaching field in which teacher education students are prepared. The recommendations of professional education members, national learned societies, and education organizations shall be considered in maintaining and building the collection for each teaching field in which teacher education students are prepared. Administrative procedures and equipment shall conform to accepted modern practices, including cataloguing methods, arrangements of books and periodicals, and adequate hours of accessibility. Ample provision shall be made for utilizing newer developments in library services. The library shall be administered on a full-time basis by a professionally trained librarian.

(D) Laboratories and laboratory equipment shall be available for instructional purposes for each teaching field in which teacher education students are prepared. The laboratories and laboratory equipment shall meet the standards as prescribed for approved or chartered schools by the State Board of Education with consideration of recognized professional guidelines.

(E) Space, equipment, and staff shall be available for planning, recording, and evaluating experiences — such as microteaching, role playing, and other simulated activities.

(F) An educational media center shall be maintained either as a separate unit or as part of the library. The center shall maintain hours of accessibility which support teacher education student learning, serve as a laboratory of material and educational media for instruction, and include: a wide array of books commonly used in approved

or chartered schools; various types of educational media, such as maps, charts, pictures, films, video tapes, and recordings; various types of materials used in evaluation of learning; and curriculum patterns, courses of study and teaching units. Workshop facilities shall be provided for preparing new instructional materials, including access to electronic, photographic, and other equipment. Materials in the educational media center shall be classified and catalogued according to nationally recognized standards. The center shall be administered by a professionally trained person having experience in both the areas of education and educational media.

EDb-303-07 Financial Support

(A) Financial stability and resources for the accomplishment of announced purposes and procedures to meet teacher education and certification standards established by the State Board of Education shall be evidenced.

(B) A clear and accurate analysis of the college or university's financial status with special emphasis on adequate financial support of teacher education shall be presented jointly by the president of the college or university and the administrator responsible for teacher education in an annual financial statement to the State Department of Education at the close of each fiscal year.

EDb-303-08 Evaluation

(A) Continuous study, development, and improvement of teacher education shall be evidenced and supported by a well-defined plan of evaluation which shall provide for the follow-up of graduates.

(B) Plans which are part of a design for total college or university development shall be formulated for the long-range development of teacher education.

(C) Each college or university shall be evaluated at least once every five years by the State Department of Education. Said evaluation shall be conducted on campus and shall involve an evaluation team appointed by the State Department of Education that is broadly representative of the education profession, teacher education students, and interested citizens. The college or university shall provide for the necessary and essential expenditures of State Department of Education evaluations, except for transportation, room and meals of team members. The college or university shall prepare and file with the State Department of Education such financial and other reports as may be required for administrative and evaluative purposes.

APPENDIX B

QUESTIONNAIRE

BEHAVIOR PROBLEMS

1. If I were a student in your program, what would I learn that would help me cope with behavior problems in the classroom?

response: _____

_____

On a scale of importance from strongly agree (SA) to strongly disagree (SD), please rate the importance of the following for your preservice teachers. In addition, please indicate with a yes or no if any of these experiences are currently part of your program.

	Importance	In the program	Not in the program
a. How to prevent behavior problems	SA A D SD	____	____
b. How to deal with disruptive behavior	SA A D SD	____	____
c. How to identify causes of behavior problems	SA A D SD	____	____
d. How to use classroom management skills	SA A D SD	____	____
e. How to use behavior modification or operant conditioning	SA A D SD	____	____
f. How to work with parents	SA A D SD	____	____
g. How teachers can work together to improve school discipline	SA A D SD	____	____
h. How to encourage school-wide approaches to improving discipline	SA A D SD	____	____

2. What experiences are provided in the program to help students learn those skills?

response: _____

_____

As above, please rate the importance of the following experiences for your preservice teachers. Please indicate with a yes or no if any of these experiences are currently part of your program.

	Importance	In the program	Not in the program
a. Individual pupil cases or problems	SA A D SD	____	____
b. Observation in classrooms	SA A D SD	____	____
c. Simulated experiences (including critical incidents)	SA A D SD	____	____
d. Class or group discussions (including Glasser technique)	SA A D SD	____	____
e. Role playing	SA A D SD	____	____

QUESTIONNAIRE

HUMAN RELATIONS

1. What is most emphasized in human relations?

response: _____

_____

Please indicate your level of agreement regarding the emphasis given each of the following potential program features. Circle strongly agree (SA), agree (A), disagree (D), or strongly disagree (SD). In addition, check yes or no regarding the existence of each feature in your program.

	Emphasized	In the program	Not in the program
a. Understanding of the self	SA A D SD	____	____
b. Interpersonal relations and communication with others	SA A D SD	____	____
c. Multicultural knowledge and awareness	SA A D SD	____	____
d. Empathy for others	SA A D SD	____	____
e. Dealing with exceptionality	SA A D SD	____	____
f. Understanding differences and similarities in people	SA A D SD	____	____
g. Working with people (adults and children) of different races	SA A D SD	____	____

2. How has your program changed to provide for the teaching of human relations?

response: _____

_____

Have any of the following changes occurred?

a. Courses added yes ____ no ____

b. Modules or instructional packets introduced yes ____ no ____

HUMAN RELATIONS (cont'd)

c. Existing course(s) modified yes ____ no ____

d. Modules or packets modified yes ____ no ____

e. Additional field experiences yes ____ no ____

f. Additional clinical experiences yes ____ no ____

3. What instructional strategies for teaching the human relations are used?

response: _____

_____

Please indicate the importance of each of the following strategies for inclusion in your program. Respond on the SA to SD continuum. In the yes-no columns, indicate if each strategy is or is not currently incorporated in your program.

	Emphasis	In the program	Not in the program
a. Simulations (e.g. Bafa Bafa, Star Power)	SA A D SD	____	____
b. Small group discussions	SA A D SD	____	____
c. Role playing	SA A D SD	____	____
d. Lecture	SA A D SD	____	____
e. Field experience	SA A D SD	____	____
f. Media (e.g. films, audio and video tapes)	SA A D SD	____	____

4. Please give examples of field experiences you provide which contribute to student learning in the area of human relations.

_____

_____

_____

_____

APPENDIX C

STUDENT QUESTIONNAIRE

1. Please respond to the following items by circling SA: strongly agree, A: agree, D: disagree, or SD: strongly disagree.

This teacher education program is helping to prepare me to:

a. Teach in urban schools	SA	A	D	SD
b. Teach in suburban schools	SA	A	D	SD
c. Teach in rural schools	SA	A	D	SD
d. Work with students with behavior problems	SA	A	D	SD
e. Teach effectively in the area of reading	SA	A	D	SD
f. Develop and use educational media	SA	A	D	SD
g. Work with racially different students	SA	A	D	SD
h. Work with students from different economic levels	SA	A	D	SD
i. Understand my strengths and weaknesses	SA	A	D	SD
j. Diagnose learning problems	SA	A	D	SD
k. Work effectively with exceptional children	SA	A	D	SD

2. The requests for entrance into the teacher education program are rigorous. If you disagree, what changes would you suggest? SA A D SD

3. Any other comments.